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ABSTRACT

The first part of this document is the text of a speech which examines some of the critical events that American society will face during the next 10 years and analyzes these events in light of educational needs primarily at the elementary and secondary levels. The author first notes 15 social trends, identified through the efforts of Research for Better Schools, Inc. (RBS), that will influence the education of the young in the decade ahead. (Some of RBS's activities have been a design for four alternative educational possibilities based on RBS research; the conducting of two national symposia to explore with educators, economists, and others, how today's social trends and technological trends are likely to influence tomorrow's schools; and the establishing of a consortium of schools, school districts, and other agencies with the express purpose of helping compare future-oriented goals and activities.) In view of expected social trends and changes, the author notes specific implications for career and vocational education. In the discussion of the creation of a comprehensive plan to utilize RBS research results in schools, nine goals for schools are identified, and based on the cited goals, RBS's four alternative designs for schools are described. The second part of this document consists of the author's response to questions relating to future educational leadership, the cost of education, and school-community involvement. (SH)

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Occasional Paper No. 20

PUBLIC SCHOOLS FOR THE 80'S:

IMPLICATIONS FOR VOCATIONAL AND CAREER EDUCATION R & D

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The Center for Vocational Education
The Ohio State University
1960 Kenny Road
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PREFACE

The Center for Vocational Education welcomes the opportunity to present Dr. Robert Scanlon's lecture entitled "Public Schools for the 80's: Implications for Vocational and Career Education R & D."

Dr. Scanlon, executive director of Research for Better Schools, Inc., discussed the implications of social needs and trends for schools in the next decade. Through research and national symposia, his organization has attempted to establish a forum for discussion about the future of education. Dr. Scanlon based his remarks on the findings of these efforts.

Dr. Scanlon is highly qualified to address the topic of education futures, having served in several education roles including those of elementary teacher and administrator. He is widely known for his work in individualized instruction and educational futures. Prior to assuming responsibility as executive director of RBS in 1972, Dr. Scanlon had served as program director at RBS for the Individualized Learning Program since 1966.

Completing his bachelor's and master's degrees at Duquesne University in 1954 and 1956 respectively, Dr. Scanlon received his Ed.D. from the University of Pittsburgh in 1966. He is the past chairman of the Council for Education Development and Research. He serves as a consultant for the Organization for European Cooperation and Development, and the Greater Philadelphia Movement. Dr. Scanlon has prepared numerous articles for research related publications and for other professional education journals.

On behalf of The Center and The Ohio State University, I take pleasure in presenting Dr. Scanlon's lecture, "Public Schools for the 80's: Implications for Vocational and Career Education R & D."

Robert E. Taylor
Director
The Center for Vocational Education

PUBLIC SCHOOLS FOR THE 80'S:
IMPLICATIONS FOR VOCATIONAL AND CAREER EDUCATION R & D

The purpose of this paper is to examine some of the critical events that our society will face during the next ten years and to analyze these events in light of the needs of children in our schools.

Although we can't predict with certainty what the future holds, we do know that whatever does occur will evolve out of present social needs and trends. Our task is to study the present, search for future implications, and decide now what kinds of schools we want for our children.

During the past several years, Research for Better Schools (RBS) has been attempting to create a forum for discussion about the future of education. Furthermore, we have attempted to design four alternative educational possibilities based on our research. We conducted two national symposia to explore with educators, economists, political scientists, sociologists, psychologists, scientists, and politicians how today's social and technological trends are likely to influence tomorrow's schools. Also, we established a consortium of schools, school districts, and other agencies with the express purpose of helping compare future-oriented goals and activities. As a result, we have identified fifteen social trends that will influence the education we provide the young in the decade ahead. They include:

1. greater citizen involvement in public decision-making;
2. emergence of social drawing rights including the right to a certain number of years of schooling to be drawn upon at will;
3. the increasing demands for diversity and choice in public institutions;
4. rapidly changing life-styles which reflect a shift in values from materialism to personal fullfilment;
5. the exponential growth of knowledge in an information society;
6. increasing awareness of interdependency of society and need for controls which protect the interests of society;
7. mounting tension and even violent conflict between major groups;
8. survival threatening problems of the ecosystem;
9. greater complexity of policy issues relating to the use of advanced technology;
10. increasing necessity for serial careers;
11. concern with discovering how man can function in his evolving universe rather than the earning of a living;

12. the rapidly rising incidence of family break-up and growing tendency toward single-adult families;

13. increased urbanization and growth of megalopolises;

14. increasing affluence and leisure;

15. increased stress-producing forces on the individual.

Many times during the course of our investigation we found references to schools becoming obsolete, or as Illich put it, "the de-schooling of society." Our own experience, however, tells us otherwise. Today's public expects more from its schools than ever before in the history of education.

One reason for this is that the American home is changing. There are more working mothers today than ever before. In 1974, 51 percent of mothers with children aged six to seventeen were either working or looking for work. Two-thirds of those that were working were employed at full-time jobs. There also has been a steady increase in single-parent families, usually children living with their mother. Again, 1974 figures show that one out of every six youngsters under the age of eighteen was living in a single-parent household. In light of such trends, there appears little possibility that the home will revert back to a training ground for humanistic life skills. The responsibility for developing these skills will rest with the schools.

It is unrealistic to expect that there is one universal direction that schools should take in meeting the future. Quite the contrary, educational problem-solving, like problem-solving in any other arena, must present alternatives from which one can pick and choose the most appropriate solution to the problem at hand.

The need for sound quality education is not going to diminish in the years ahead; it is going to grow, and it is going to become more diverse. Broad national concerns about resource shortages, technological expansion, a spoiling environment, and the rising needs of cultural minorities are just a few of the demands that will put schools in the forefront of social renewal.

Senator Richard Schweiker, when asked to address the problems that our society and schools face during the next ten years, chose to speak to the preparation of students for a working future. It is interesting to note that the Senator sees a logical connection between general education, career education, and vocational education. He argues that:

> Through general education, the curriculum of the schools should provide children with a mastery of basic intellectual skills, a reasonable familiarity with their cultural heritage, the body of fundamental knowledge essential to active participation in the affairs of the community, and a sound set of values.

Through career education, he says:

> Students should learn something about their own special attitudes and capacities, the range of work specialization which will be available to them, and the requirements and rewards associated with different occupational pursuits.

The Senator defines vocational education as directed toward "the special competencies associated with a particular vocation." He sees the total range of curriculum experiences as contributing either directly or indirectly to vocational adequacy. Furthermore, he states that schools have an obligation to help students understand the part that work plays in a meaningful life. He points out:

a. by 1980, 100 million Americans will be at work or in quest of work;

b. this group consists primarily of young people and represents an increase of 15 million since 1970;

c. compared with 1968, the labor market will demand 50 percent more professional and technical workers and 2 percent fewer laborers, and;

d. of the jobs which will become available between the present and 1980, only one in five will require a college degree.

In his presentation, Senator Schweiker called for a "cure for the sheepskin psychosis" that pressures many students to attend college. He stronly advocates increased federal funding of vocational education.

Louis Rubin in analyzing Schweiker's comments, points out that:

1. We must learn more about the balance between vocational and general education to facilitate the best transition between schooling and work.

2. We must acquire a better understanding of the particular values and beliefs which enable the young to grasp the place of satisfying work in a well-rounded existence.

3. We must develop a system of social indicators, through which the schools can anticipate the probable needs of the work world in sufficient time to make appropriate adjustments in the curriculum.

4. We must learn more about collaborative approaches to career education that involve schools, business, and industry, and how to overcome impediments to such collaboration.

5. We must explore new patterns of vocational education that offer greater pragmatism.

6. We must initiate further research into the concept of community-centered learning and determine what is best learned in the classroom, and what is best learned in the external setting.

7. We must acquire greater insight into the common ground between vocational education and general education and the educational experiences that are contributory to both.

8. We must design and test better procedures for evaluating the outcomes of vocational and career education.

9. We must give as much thought to comparing the advantages and disadvantages of various alternatives with respect to the means of career and vocational education as we have given to the ends of career and vocational education.

10. If the concept of lifelong education is to become a reality, we must define, somewhat more clearly, the learning that preceeds, accompanies, and follows work experience.

Addressing ourselves to this list of tasks certainly will help in the creation of alternative models for schooling—schooling that is right for every child.

Goals for Schools of the Future

One of our more immediate needs is the creation of a comprehensive plan so that once the research is accomplished, we can put it to use in our schools, in a manner that reflects their goals as well as the goals of society at large. Some of these goals can be identified by the social trends we see today. Let me cite a few examples.

The measure of a man is no longer his money but his psychic well-being and self-fulfillment. The factor that determines success will be the quality of an individual's life. People in general are becoming more inner-directed and, consequently, are beginning to examine their role in society and how that role corresponds to their needs, capabilities, feelings, and values. One need only browse a few minutes in a bookstore to see the extent to which "how to live better" books have permeated the market. This kind of questioning is a sign of good health, for it contributes to self-knowledge, self-improvement, and a meaningful life. *For schools, this calls for a personal goal that encourages the growth of human potential, that develops in the individual the ability to learn for his or herself, to organize his or her own time and work, and to exercise initiative.*

The past ten years have shown a dramatic increase in the kinds and numbers of social and interpersonal conflicts. Few of those conflicts have been over issues of right against wrong; most of the more serious ones, in fact, have been issues of right against right. The result has been mounting frustration and aggression between the haves and the have-nots. *For schools, this calls for a social goal that encourages the growth of interpersonal skills, including the art of negotiation, compromise, and similar tactics for conflict resolution, that lead to satisfying relationships with others.*

The value structure of our society is changing and, whether the next generation reaffirms or rejects present social values, it should be made aware that the security of their personal future and the future of society at large depends, to a great extent, on ethical human conduct. The battle of conflicting life-styles is almost certain to heighten as we move into the 1980's, thus making tolerance of differences and interest in the common good indispensible. Here, of course, civil sacrifice, political participation, and social commitment are the key. *For schools, this calls for an ethical goal that encourages the development of personal values and a social conscience.*

Traditionally, there has been a separation of school and the world of work. The unfortunate result of this is that too many students are choosing careers with an inadequate base of information about themselves, the kind of career they really want, and a limited view of the skills needed to prepare for a career. General education and career exploration must contribute to vocational adequacy and skill development for economic and occupational competence. *For schools, this calls for a career goal that, through field experiences, gives students the opportunity to develop the work skills and attitudes that lead them to respect and value work.*

More and more, competing interest groups among political parties, advertisers, newspapers, and a host of others, will attempt to mobilize support for their objectives by distorting and using prejudiced data. Consequently, the need for independent critical thinking, decision-making, and problem-solving will greatly increase in the future. The young must know how to distinguish fact from fiction, to think analytically about social evidence, to expect such evidence as a legitimate right, and even, at times, to engage in its acquisition. *For schools, this calls for a cognitive goal that encourages the development of skills for organizing, integrating, and using information.*

For generations, we have placed children in a lock-step system of education where they enter at about the age of five, leave at eighteen or twenty-two prepared, we like to think, to successfully live out the remainder of their lives. This notion is, of course, false. There is no justifiable reason

whatsoever for limiting education to those we consider to be "of school age" or for assuming that once employed, a person's need for education has been eliminated. Today, increasing numbers of women are entering the work force—and looking for careers more diversified than those traditionally offered them. Many are returning to school in order to develop the skills their new aspirations demand. There is also a large portion of the population that is not satisfied to use recreation to absorb leisure time. Some, instead, would rather use this spare time to take on a second job. Again, we have a demand for new skills and more schooling. That, in itself, requires endless training and renewal. *For schools, these trends call for a life-long goal that encourages the student to enjoy and pursue life-long education.*

As leisure time expands, more and more people will be spending more and more time at personal interests: crafts, theatre, sports, photography, and the like. Preparing for free time through individual guidance to help students identify and develop avocational and recreational interests is an educational responsibility that goes beyond the typical extracurricular activities offered today. *For schools, this calls for a creative goal that nurtures the growth of broad leisure and recreation interests and skills.*

All learning, however, need not take place in the building we call school. Certainly, the local community is a rich resource that should be used to the fullest as part of the educational process. Is there a better way of learning to become an adult than by sharing in the adult community and seeing for oneself what responsible adulthood is? By building social and civic commitment through first-hand awareness?

Active participation in the operation of the schools by community organizations, local residents, business and labor, educational and cultural institutions, and government agencies provides a much needed link between education and the local environment. Community participation is not a panacea for our ills but it can be an effective means for achieving relevancy in the curriculum. Students could engage in community service programs, explore the world of work and, more importantly, communicate with adults at an adult level. Incorporating the community into a school district policy-making structure is more than good public relations; it is giving parents the right to choose the kind of education their children receive and reaffirms the supposition that the schools belong to everyone. We need to create intergenerational schools. *For schools, this calls for a community goal that involves informing the community, interacting with the community, cooperating with the community, institutionalizing school-community cooperation, and, finally, arriving at mutually shared responsibility for educating the young.*

Not surprisingly, education futurists have different visions of the role of educational technology, and the computer in particular, in schools over the next few years. Those predicting a strong increase in the use of technology point to steadily decreasing costs and the continuing increase in availability of curricula and software materials. More importantly, they view trends in education toward more accountability, higher levels of individualization, and improved productivity as leading to more use of technology.

Others predict a limited role for the computer, at least in the immediate future. They cite major problems in the application of computers to education; for instance, that the widespread use of computers in education would only add to the growing alienation of both teachers and students and further depersonalize the educational process, that there are only limited financial resources available for technology, that there is strong resistance to computers from traditional teachers and teachers' unions, and that there is a lack of cost-effectiveness data on the instructional uses of the computer. Some even go as far as to say that new technology will make schools obsolete. *For schools, this calls for a technological goal that gives students a new and wide range of learning alternatives for information processing, problem-solving skills, simulation, and gaming.*

Using these goals as a basis, RBS has developed four alternative designs for schools of the future. Each creates an adaptive and personalized education for students that strikes a balance between cognitive knowledge, the ability to deal with one's emotional life and the skills of planning for career and vocational interests.

The first design focuses on the development of essential skills by integrating into a single program a number of existing concepts, techniques, and curriculum structures. It insures that every student masters not only the traditional cognitive skills of reading, writing, and arithmetic, but also essential skills in affective and career areas, for instance, in interpersonal skills, achievement competence, moral-ethical development, and the cognitive skills of making judgments. It places instruction in cognitive skills in what is now grades one-four, instruction in life skills in grades five-eight, and instruction in career skills in grades nine-twelve. Minimum standards of performance are defined in each of these areas by educators working with local parents. Then, students are given a highly individualized instructional program that leads to mastery of the complete range of criterion-referenced objectives. The curriculum for this kind of program involves adapting existing materials rather than developing new ones. A comprehensive instructional management system would be developed, however, to integrate the entire program into a coherent learning approach. For the most part, instruction is designed for settings other than the traditional classroom. The instructional staff in all components of this design are considered facilitators or managers of learning rather than teachers. Also, the instructional process in each program element is either managed or assisted with the aid of electronic technology such as computers and instructional television.

The second RBS design for the future promotes education for adaptability to change through a focus on both individuality and social participation. Specifically, it prepares students to perform a number of life roles around which every person's life is organized, including learner, worker, citizen, community member, family member, and private person, through special purpose learning centers. A strong distinction is made in this design between schools as centers for planning and managing instruction and learning centers where instruction actually takes place. These learning centers concentrate of skill learning, psychological education, academic inquiry, social learning, and career education. The function of a school, according to this proposal, is "educational guidance." This involves diagnosing each student's learning needs and learner characteristics in relation to the educational aims for which the school assumes responsibility, planning with the student a general program of studies, making needed arrangements for conducting the program, assisting the student with problems encountered, and assessing overall progress as a basis for further planning. The curriculum gives attention first to basic skills in communications and mathematics, then to competencies in self-managed learning and problem-solving as they relate to academic studies, career, citizenship, interpersonal and intergroup relations, social problems, and personal development. Basic characteristics of this design are student decision-making about his or her instructional program, integration of school and community, year-round instruction, education of both children and adults, and educational accountability. Educational counselors guide student decision-making and coordinate individual student programs.

The third model addresses the urgent need to break down the barriers between school and community by tapping local human resources such as skills, knowledge, and experience, and channeling them toward the development of competence and problem-solving ability in students. It is designed to create a partnership between the local school system and a coalition of community groups, with responsibility equally shared by both partners. By working together, the parties jointly contribute to the socialization of youth and the humanization and enrichment of the learning environment within the school and in the immediate community, i.e., community organizations, local residents, business and labor, educational and cultural institutions, and government agencies. Neighborhood centers constitute learning sites for citizens of all ages and promote more extensive use of libraries, laboratories,

studios, museums, and other facilities housed in the centers. The basic requirements are: identifying and cataloging all learning opportunities available in the community, mobilizing the community to create new opportunities, merging all educational resources into a coherent educational force, and organizing and guiding the learner to use these resources effectively. Internships, apprenticeships, community service activities, and student-managed businesses also help extend opportunities for experiential learning into the community. In this design, the instructional program provides a wide variety of learning environments, instructional techniques, learning materials, and interpersonal relationships that can be matched with student interests, abilities, and learning styles to enhance the achievement of desired learning objectives. Teachers, counselors, and parents aid students in identifying learning goals that relate to student interests and needs and in selecting activities which best assist them in meeting their goals.

The final design is really a proposal that calls for the carrying on of research and development in the school and giving each pupil an equal in-school opportunity to achieve the formal learning expected by the public—parents, school personnel, public authorities, neighborhood, ethnic and racial interest groups, and business and industry. The system is intended to be used by educators and learners, together, to plan and implement instructional experiences that will reliably lead learners to achievement of intended outcomes. Instruction is structured on the basis of data about what is to be learned, data about the learner, and data about instructional processes. Built into the design is a response system that signals the accuracy or misdirection of students' performance, provides explanations and corrective suggestions for deviances, and notes and reinforces achievements. Also, it is designed to provide for adaptation of education—its organization, procedures, and practices—and to accommodate individual pupil differences as well as the diverse needs and interests of its constituencies. A design, implementation, and monitoring and evaluation system guides this model's own empirical development.

As you can see, the most striking characteristics that run across all four of these designs are community, parent, student, and teacher involvement in planning and decision-making; consumer choice among optional educational programs, environments, and methodologies; individualization of instruction; incorporation of out-of-school learning; development of problem-solving and inquiry skills; and the use of technology for management and instruction.

Between 1776 and 1976 the world population has increased six times, real gross world products eighty times, the distance a man can travel in a day a hundred times, and if you want to include space travel, a thousand times; the destructive potential of our weapons a million times, the amount of energy that can be released from a pound of matter 50 million times, and the range and volume of information technology several billion times.

For these two hundred years, schools have met the challenges before us. I am confident that they will continue to do so. Yet, as we go into the future, let us keep in mind the words of John Gardner when he observed, "an excellent plumber is infinitely more admirable than an incompetent philosopher." I do think we can make the future a little less uncertain for ourselves, for our children, and for our society.

QUESTIONS AND ANSWERS

Question: Where will the decisions be made for education in the future?

The speculation is that the locus of decision-making will continue to rest with the professional. But the problems of declining birth rates, which will continue to increase taxes and bring on taxpayer revolts, will push us—force us to, in fact, include the community as an equal partner, which is an important thing. I think schools, the schoolteacher, will still be a key element in those schools of the future. But they have to involve the community to a greater degree if they expect to continue school support. It seems to me that presently what we're running is a bankrupt enterprise; that is, schools generally are bankrupt. They have no room at the bottom line. There are no free funds. If you look at some interesting, amazing statistics, you'll see that publishers, for example, used to get 5 percent of the school budget for textbook and other materials. They're now down to 1½ percent since the last ten or fifteen years. The effect on their lives and their economy is huge. That isn't because school people don't want to buy new materials or new things. They just don't have the money to do it. To be able to get ourselves from a bankrupt situation to something less than bankrupt, we'll need to involve community participation to a much larger degree than we have now.

Question: What are the political implications with regard to the futures of education?

There is a trend. Six percent of our national gross product is spent in education which means 6 percent of the labor force is involved in education. The only countries in the world that exceed that are, in fact, communist countries, the Russians with 10 percent. And it seems to me that will continue to increase. We'll need to put a large percentage of our own national resources into education. Some of the reasons for this include the growth of the single parent family, and the strong movement of women taking their rightful place in the world of work. To do that you're going to have to have child care situations. That'll happen politically. The power of the vote will be with the people who want that. From a school administrative point of view, the political thing that frightens me a bit is that we're dealing with, for the first time, many communities where more than 50 percent of our taxpayers don't have children in school. When bond issues now come before the community, you're dealing with people who have youngsters in school but that is 50 percent of the vote and so the political problem in passing bond issues is going to continue to increase.

Question: What will be the reward structure for the community to become involved in education?

The decision as I see it is that the school will become the guidance counselor and provide most of the guidance for the youngster in terms of their experiences. The community will be an equal partner in carrying off that responsibility. We'll see a return, for example, to apprenticeships in America where somebody in the community certainly is more than capable in providing the leadership to the apprentice. I see schools really moving into a huge guidance situation where lots of people and lots of resources will be used. The reward is in the participation.

Question: What kind of individual should we be preparing for the leadership roles in the future of education?

There was an interesting editorial on ABC News the other evening by Howard K. Smith. I wonder if anybody saw it. He tried to contrast the situation to the 20 years post-World War II and suggested that education was a high priority; the GI Bill was put in place, a lot of people came back that went to school. The payoff of that was that in the 50's and 60's we, in fact, had a booming economy and lots of interesting, exciting things happening. He suggested the last ten years have been very bad for education, that we haven't done very much for students or people in general, and we're going to pay for that in the next ten to twenty years. There was a direct correlation between economic production of the community itself, of the good life if you will, and the degree of education or educational opportunity that we provide for people. I think that's the payoff for the community. I thought it was an excellent editorial and an interesting way of looking at some of the problems. In particular, in the editorial, he was looking at the high school valedictorian from Central High School in Washington, D.C. who couldn't get admitted to college. The son and the parents were misled and the editorial was about the problems that we'll pay for ten years down the road as a result of that kind of inadequacy in education. The payoff for the community is the good life for their kids.

Question: What kind of individual should we be preparing for the leadership roles in the future of education?

Does the future happen or do we plan for it to happen? I assume that your question is, are we, in fact, to plan for the future to happen so that certain kinds of things can take place? I would hope that we'd plan for it to happen and that school people across the country are the leaders. That is, we need administrators that stand up to the community; that talk about what kind of person they want to graduate, what it takes to do that, and the resources that they need. I'm convinced that we know pretty much what it is that we can do but we've not been able to muster the resources to do the job. We need people to stand up, raise their own level of standards for their schools and for the community. We don't have very many of those leaders and we do need them. The focus of that leadership has to come from, in my opinion, schools of educational administration. They now train administrators in most of the things they do not need. Administrators are not trained in balancing curriculum and costs and cost efficiency. They're trained in personnel practices and what to do with the records and that's not the thing that they need. They need management skills in labor negotiations, in human relations, and in fact in goal setting for the community itself. Leadership has to start in the community with the superintendent and other administrators. It takes strong, committed people who will stand up for what they believe. What's going through my head is the old Counts question, do schools dare lead? Will the community let them? I think we need to go back to schools who do dare to lead.

Question: Should the school exert itself as far as reinforcing or teaching societal value set?

When that happens, of course, then schools are accused of being out of touch with reality. Well, I think that the question is what do I want for my six kids when they get out of school and what do you want for yours? The answers are really not all that complicated. You, in fact, want your kids to have some competencies in basic skills so they can manage. You would hope that they were taught how to solve problems for themselves and how to make critical decisions. I happen to think that the high schools where my kids go are pretty fine schools. All the courses, for example, are organized on a semester basis. There is no tenth grade English; there's twenty-four different English courses so that kids can choose those things that they think are right for them. If they want to study

King Henry the VIII then that's what they do; if they want to study theatre, that's what they do. Career goals are related to that. My two oldest children are now following up on what they chose to do in high school. For example, one daughter was interested in civil rights and took a series of courses at the court house. She met some interesting lawyers. Now she's a pre-law student. That came from her experiences in high school. Another daughter is a journalism major because of a year and a half of television and writing activities she did through the school. Again, things that she had chosen to do. The point is that you can organize the school to reflect or mirror society and in fact provide an interesting way for students to make career choices. Now not many schools have moved in that direction. Most of the high schools that you go into still give tenth grade English as tenth grade English and tenth grade history is tenth grade history; there are no choices, there are no options. I don't think it's more expensive to run a school this way than the other way. It's just how you choose to do it, how you want to regiment the youngsters and how much decision-making you want to give to the kids. I really don't think that school ought to be safe places because I don't think that society is a safe place. Kids ought to be taught to deal with problems. Schools don't teach skills in conflict resolution; therefore, in Philadelphia how do we solve problems with teen-agers? We shoot each other. We've not taught the youngsters how to negotiate, how to compromise. Those are kinds of skills that can be taught. We've not taught kids the distinctions between ethical and moral decisions. We don't take the time to teach what is a moral decision. How do you make one? How do you know when you've made it? I don't mean to teach morality, I'm just saying teach the decision-making processes associated with it. We don't do that in most places. Fortunately, I know of an organization that's working on some of those problems. We're trying to do it.

Question: Has RBS developed a model for involvement of community in the educational programs?

We have, in fact, for five years been studying community involvement in grades nine through twelve in a large senior high school in the city of Philadelphia. It took a long time to get beyond the notion that experience in a business was more than another tour of that business. That's not what's meant or what the schools ought to do. Over the five-year period, we've been able to structure experiences in a hundred different businesses for high school kids based on specific kinds of course or competency needs. When we did this we identified the school as one of the resources. There's a hundred businesses involved and there's the school. For example, there are things that the law says you teach, like phys. ed. You can teach that somewhere else like the YMCA, which we did, or let the kids take a judo class at some paid place. We've done that, too. But we found that when you try to mix the resources of what the school can offer and what you can do through business, and in our particular case about 50 percent of students' time is spent in business-related activities outside the school, the cost is no more than vocational education costs. No more than the costs that are already there. We had to make three major changes in the organizations of the high school to have that happen. We had to make major changes in the role of guidance counselors. We had to make major guidance changes within the structure of the school itself and we had to organize the guidance programs to a large extent by group guidance situations where students were taught life skills, how to get along, how to apply for a job, or how to talk to a boss. We had to make major changes in the teaching of basic skills. We had to organize a basic skills teaching unit within the high school and drop general English and general math and concentrate strictly on teaching high school kids how to read, compute, and write. In the school where we're working, 80 percent of the kids are below the 16th percentile on standardized reading tests. I think the average reading score in the high school was at a fourth grade level so we had to make major changes in how the kids were taught. And then the third course we had to structure was for business and industry. What we found over the four years is that the business community does not want to be school; they want to help it but they don't want to be it, and they don't want to assume that total responsibility.

Question: What are the implications for monitoring of handicapped?

We really haven't looked at that in any large way. Mainstreaming seems to be here. I expect there'll be more and more vigorous attempts to be sure that the handicapped are, in fact, integrated with the rest of the school.

Question: What has been your experience with the B/I field in terms of establishing cooperative student ventures?

What we found is that if you structure a day for a youngster who's in our Academy for Career Education so that he or she spends 50 percent of the time in business, the teachers that are involved are primarily the basic skills teachers who run the basic skills training center. English and math teachers are doing lots of training with youngsters to improve those competencies. The other teachers that are involved are those that would be involved anyway. If the youngster needs so many units of phys. ed., they're assigned to the phys. ed. classes. The major change has been in the guidance counselor's role. The guidance counselors are the ones we put in touch with the business community. They structure and they work with the business community on the experiences that youngster should have. They also conduct group guidance classes so that there is a relationship between what the business and industry is trying to provide, the supervision of that responsibility, and group guidance with the youngsters themselves. The major changes have been in what we typically define as the role of the guidance counselor, not the teacher.

Question: What cost efficiencies need to be considered in educational programs of the future?

I think standards, unfortunately, from business and industry are applied to education that aren't fair. Education is a labor intensive business. It always was and always will be. Schools in general serve lots of functions, not just teaching reading and mathematics. As a profession, I think our responsibility is to articulate better what schools in fact do and what people contribute. The business of accountability, for instance. You know we're going to hear more about that and we're going to see state legislatures mandate certain kinds of competencies because of our own inability to solve some of our problems. But I don't think we should accept it unquestioningly. As professionals we ought to have the courage to stand up and talk about the labor intensiveness of the business itself and the role of the professional. We need to talk the language, we need to understand more about the language and train ourselves in some of those activities. We have a new training program for administrators called Developing Your Curriculum, Balancing Requirements and Costs. It's an attempt to give school administrators some of that language so that they in fact can talk to the public about making decisions and expected outcomes. I'm not suggesting that we're as efficient as we can be but I do think that the bankruptcy problem, the fact that there is no room to maneuver, is a greater handicap. You have to pay the salary of the teacher but the teacher really doesn't have the kind of supplementary materials or aids or organizational skills or training activities to succeed. If you were a principal in a school and wanted to train your teachers for a month in some techniques for being more efficient, you couldn't get the funds to pay the salary of the teacher to come in for the month. And so it's kind of a vicious cycle.

The school administrator problem is a real one. I know of no school district in America that, when they hire a principal, has a training program for their principals that tells them about the policies of the school, the procedures of the school district, the things that are expected, the reports that they are to fill out. Principals are hired as principals. When they go in the first day they find those things out from secretaries who have been around for a while. I know of no major business in America that

would hire a middle manager and not send him to school for a couple weeks to understand a little bit about that business. We need to make some changes in administrative retraining—that includes cost efficient as a goal.

Questions: Is there still a problem of flight of populations from the central city areas where tax costs for education are high?

No, we had no demographers look at that kind of information although our personal experience says that in lots of places that trend is reversing. Philadelphia is one for example. Some interesting changes have taken place inside the center city. A lot of people with no children are moving in. Either the kids are grown or there are no youngsters involved. Washington and Baltimore are also experiencing major changes. The real problem is that we've not been able to get black flight to the suburbs. That's a more difficult problem.

It's obvious that schools are going to cost more, that we're going to pay more and we have to find a way to do that. My own solution is to create the broadest possible base by putting some of the responsibility on the shoulders of the federal government, perhaps through a 50-50 sharing deal between the federal government and the state government. I think presently about 5 percent of the resources in most school districts come from federal sources. What I'm saying is increase that to 50 percent. That's a large chunk, a big increase.

Question: Could you comment on integration?

The concerns that seem to be in the minds of most of the people and most of the school administrators are those that are related to integration of American schools. Somebody asked us the other day what's the procedure school districts have used for assigning staff in recently merged or integrated school districts. If you look into the history of that, you'll find federal legislation that says that the schools need to reflect the same composition as the kids in terms of integration. If they don't, they won't receive federal funds. I have no problem with the law; I think that's the right thing to do. The school staff ought to look like the kids if that's what the makeup of the district is. If you're talking about what is taught in the school, what kind of curriculum you're going to use, what textbook you're going to use, I don't see that as a problem. And the bureaucracy is no different on a local level than it is on a federal level. I worked in a small community here in Ohio and when I asked questions about what it is that I could or could not do, I was told. I worked in cities in New York and the same thing happened. If you did something, nobody said anything. I think the same thing is true on a federal level. The truest thing about the future was an article I read in a Philadelphia Bulletin editorial where somebody was talking about schools for the year 2000. The punch line was that they won't be much different than they are in the year 1999. We ought to get busy and change our schools so 1999 is better than 1976. I thank you for having me here and for your attention.

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